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ABSTRACT

This module contains resource materials designed to help vocational education teachers develop a comprehensive and useful syllabus. (These materials supplement the videotape on "Developing a Syllabus.") Materials in the packet include a list of what to include in the syllabus, a model to use in developing or updating a syllabus, a syllabus critique checklist, course objective guidelines, readability guidelines, and suggestions for improving the visual appeal of the syllabus. Two short forms for feedback also are included. After reading the materials, teachers should be able to do the following: (1) describe the information to be included in a syllabus, (2) list three benefits of a course syllabus, (3) identify the three major parts of a course objective, (4) list 8-12 performance-based objectives for a class, (5) describe five guidelines for producing a visually attractive syllabus, and (6) produce a comprehensive syllabus. (KC)

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VOCATIONAL INSTRUCTOR TEACHING SKILLS PROJECT

THE SYLLABUS:
Starting Out Right

Funded by Oregon State Department of Education
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Mt. Hood Community College
Portland Community College
Umpqua Community College

U.S. DEPARTMENT OF EDUCATION
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This training module was produced by the Vocational Instructor Teaching Skills Project, a consortium of Mt. Hood Community College, Portland Community College, Umpqua Community College, and the Oregon Department of Education. Similar training modules, available on your campus, offer information on Computer-Based Education and Evaluating Your Teaching Effectiveness.

Vocational Instructor Teaching Skills Project

Developing A Syllabus

Resource Packet

This packet contains resource materials to help you develop a comprehensive and useful syllabus. These materials supplement the videotape on Developing A Syllabus. After viewing the videotape and reading the enclosed materials, you should be able to:

* Describe the information to be included in a syllabus;
* List three benefits of a course syllabus;
* Identify the three major parts of a course objective;
* Write 8 - 12 performance based objectives for one of your classes;
* Describe five guidelines for producing a visually attractive syllabus;
* Produce a comprehensive syllabus.

Materials in this packet include:

A list of what to include in your syllabus;
A model to use in developing or updating your syllabus;
A syllabus critique checklist;
Course objective guidelines - answering the WHY, WHAT, and HOW TO of course objectives;
Readability guidelines to help make your syllabus more easily understood;
Considerations that will improve the visual appeal of your syllabus.

We have also included two short forms for your feedback. Please take a minute to complete these forms. Completed forms can be sent to Jim Rollins at the address below or returned to your campus staff development office.

If you have any questions or comments, please contact:

Jim Rollins
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THE SYLLABUS

The syllabus is a condensed outline of your class, answering the common student questions about course description, rules, procedures, requirements, and grading. Students' and instructor's expectations are addressed in the syllabus. An effective syllabus lets the students know what will be expected of them and what they can expect of the instructor and the course.

A syllabus is a written document. It is a resource students can refer to throughout the course. The syllabus reduces the possibility of misunderstanding between students and instructor.

The following pages offer help in preparing a course syllabus. It is important that you review and update your syllabus before the start of each course. The first day of class should include time to go over the syllabus with the students.

No course should be conducted without a syllabus. It is a basic right of each student to have a syllabus, and a professional responsibility of each instructor to offer an excellent syllabus.

A GOOD SYLLABUS INCLUDES

Information which identifies the course, the instructor, and the texts.

* Course Number and Title
* Meeting Times and Places
* Required Readings
* Instructor's Name
* Office Location ands Phone
* Office Hours

Introduction to the course, Including...

* A Brief Description of What the Subject Matter Is
* A Rationale for Studying That Subject Matter

Statements of course objectives, indicating...

*What Students will Be Able to Do, Not what the Course or The Instructor Will Do

*The Behaviors They'll Perform, Not the States of Mind They'll Be In

*The Outcomes of Instruction, Not the Processes of Instruction

Preview of how class meetings will be conducted

* Sketch of Primary Teaching Methods or of a "Typical Class"
* Notes on What Students Will Be Expected to Do as Preparation for Class

Detailed description of all requirements which count towards the grade

* Class Participation
* Homework Assignments
* Quizzes — What Will They Be Like
* Exams — How Much Will They Count
* Papers or Projects

Explanation of how the final grade will be determined

* Norm-Referenced (e.g., "Grading on a Curve")
* Criterion-Referenced (e.g., "90-100 is an A; 80-90 is a B; etc.")

Semester calendar (weekly or daily)

* Topics to Be Covered
* Reading Assignments
* Due Dates for Major Requirements

The Fine Print --- Policies on attendance, late work, make-up exams, etc.

FROM: Bette Erickson
U. of Rhode Island
Kingston, R.I. 02881

SYLLABUS MODEL

(Course Title and Number)

(When and Where Class Meets)

(Date and Credits)

Instructor (Name)

Office (Location)

Office Hours

Phone # (Office) and/or (Home)

Course Description: (Overview of the course, including its relevance for audience. Be certain this description agrees with the one in the college catalog.)

Text: (Title, Author, Date published, where available) (note if required or optional)

Reading Assignments: (Identify articles and where available)

Equipment and Supplies: (Identify what students must provide and approximate cost)

Prequisites: (Include performance skills as well as prescribed courses)

Class Format: (Typical class structure)

Course Objectives : (What the students will be able to do at the conclusion of instruction)

Grading: (Requirements - policies - How grades are determined - extra credit - make-up - term papers. Be specific.)

Rules and Regulations: (Classroom management - e.g. safety, shop standards, school policies, attendance, etc.)

Class Schedule:

(Topic Sequence, Assignment deadlines, Quiz and test dates, etc.)

Other: (Bibliography, suggested readings, list of handouts, etc.)

SYLLABUS CRITIQUE

The statements below represent twelve things we'd like to be able to say after reading a course syllabus. Please read your colleague's syllabus carefully. Then indicate the extent to which you agree or disagree with each statement below by circling one of the following:

SA	Strongly Agree	I can say this without reservation. Congratulations on a job well done!
A	Agree	I have some questions or reservations, but I can still agree with the statement.
D	Disagree	I have some questions or reservations which might merit attention.
SD	Strongly Disagree	I have strong enough reservations to recommend revision of the syllabus and/or elaboration in the first class meeting.

1. The introduction identifies <u>what</u> will be studied in the course -- the general topics, themes, issues, or questions. SA A D SD

2. The introduction provides a compelling rationale for <u>why</u> one might want to study those topics, themes, issues, or questions. SA A D SD

3. Course goals are stated in terms of what <u>students</u> will be able to do after they've studied the subject matter (as opposed to what the course or the instructor will do). SA A D SD

4. There's no question in my mind about which types of learning are to be stressed in the course (e.g., memorization, concept formation, application, etc.). SA A D SD

5. The syllabus indicates how students will be given opportunities to <u>practice</u> the behaviors described in the course objectives. SA A D SD

6. I have every reason to believe that this course will include <u>enough</u> opportunities for students to practice the behaviors described in the course objectives. SA A D SD

7. Major requirements (e.g., exams, papers, projects) are clearly described. SA A D SD

8. The evaluation procedures are well suited to measuring student performance on the behaviors described in the course objectives. SA A D SD

9. It seems likely that the number of exams, quizzes, papers, etc., will allow the instructor to sample adequately the content and types of thinking to be stressed in the course. SA A D SD

10. The syllabus clearly states what will count in the final grade and how much each factor will count. SA A D SD

11. The syllabus includes all the information which I think students need as they begin a course. SA A D SD

12. I think this syllabus will help students know how to study for this course. SA A D SD

from Bette Erickson

Course Objectives

Writing appropriate objectives that are well defined and performance based is not an easy task. It takes time and effort. But the payback is considerable. Course objectives offer three major benefits:

1. A basis for the instructor to select course materials, content, and instructional methods.

2. Direction for students' accomplishment;

3. A guide for developing tests and other evaluative measurements of the students' achievements and instructional success.

Course Objectives are clearly written and succinct statements of instructional intent. Course objectives are written guidelines, explicitly informing students as to what will be expected of them. Course objectives are stated in terms of student outcomes, not instructional procedures. They answer the question "What behavior will the student be expected to be able to perform at the conclusion of the course in order to be judged competent?".

Course Objectives have three major parts:

1. Performance - what the student is expected to be able to do.

2. Conditions - important conditions (if any) under which the performance will occur.

3. Criteria - any guidelines or standards as to how well the performance is expected to be done.

Many times there are no specific criteria or conditions for a well written objective, but course objectives should always be described in observable performance terms. Course objectives should be perfectly clear and open to little debate as to their meaning.

An objective such as "To know basic accounting procedures" is open to many interpretations. "To list the five steps in balancing a ledger-sheet" is more precise and less open to misinterpretation.

Course objectives help with the organization, planning, delivery, and evaluation of instruction. The student has a right to clear, well-defined course objectives. The instructor is responsibe for developing such objectives.

GUIDELINES FOR WRITING COURSE OBJECTIVES

Course objectives should:

* be written;
* define student outcomes;
* be observable;
* be clearly stated and not open to many interpretations;
* be limited to one performance per objective;
* be updated prior to each class;
* be brief but include all necessary information.(Nowhere is it written that course objectives shall be one sentence long. State concisely and completely what needs said.).

Practice writing objectives. Study good and poor examples of others.

Course objectives help determine course content, instructional materials, teaching methods, and student testing methods.

COURSE OBJECTIVES

HOW TO SAY IT

Which of the following is the best way to state a course objective?

"The student will list..."

"The student will be able to list..."

"The student should be able to list..."

Some instructors find "The student will..." to be overbearing and too authoritarian in tone. Others like it as a no nonsense approach.

Many instructors use "...should be able..." instead of "...will be able..." for accountability reasons. Lawsuits for failure to instruct are not an unheard of occurrence. Using "should" instead of "will" offers a feeling of some protection against such lawsuits. If 70% is a passing grade, that leaves a possible 30% of the objectives unmet. We then have a student who "Is not able to..." even though he "should be able to..."

Not being familiar with the judicial details of such lawsuits, I can only surmise to what extent an instructor is actually protected by such phrasing of the course objectives.

To answer the original question of which example is best for stating course objectives, use whichever is most comfortable for you.

Course Objectives

For the following objectives, determine which are observable and performance based. Check either "Yes" or "No" for each one.

States a measurable performance

	YES	NO	
1.	___	___	1. You will understand the periodic table of elements.
2.	___	___	2. Given thirty chest X-rays, the student will be able to select which indicate tumor growth.
3.	___	___	3. Given a transit and rod, you will measure the difference in elevation between three given locations on campus.
4.	___	___	4. You will be able to list the three parts of a course objective.
5.	___	___	5. You will be familiar with the benefits of a good course objective.
6.	___	___	6. The student will acquire skills necessary to build residential staircases.
7.	___	___	7. Given a catalog of automotive parts, you will be able to locate the parts' serial numbers and shipping weights.
8.	___	___	8. Given an IBM Selectric model 100, the student will be able to adjust the carriage return mechanism.
9.	___	___	9. You will cite three examples of the Third Law of Thermodynamics.
10.	___	___	10. You will list the six major accounting principles.

States a measurable performance

	YES	NO	
11.	___	___	11. Given a set of objectives, you will select which are performance based and which are not.
12.	___	___	12. The student will know how to read a set of blueprints.
13.	___	___	13. Given a site map and building plans, the student will locate the building corner stakes within $\pm$ 1".
14.	___	___	14. Identify at least 8 instructional methods.
15.	___	___	15. List 5 skills of a good instructor.
16.	___	___	16. The student will really appreciate the need for clear objectives.
17.	___	___	17. You will know the safety standards.
18.	___	___	18. You will be able to list 3 incorrect and 5 correct uses of an extension ladder.
19.	___	___	19. Given three parts of a course objective, correctly prepare objectives for your syllabus.
20.	___	___	20. Develop a syllabus.

COURSE OBJECTIVES

ANSWER SHEET

For the following objectives, each performance is circled, each condition is underlined, and each criteria statement is boxed .

1. ___	X	1. You will understand the periodic table of elements. "understand" is not observable
2. X	___	2. Given thirty chest X-rays, the student will be able to select which indicate tumor growth. performance and conditions
3. X	___	3. Given a transit and rod, you will measure the difference in elevation between three given locations on campus. performance and conditions
4. X	___	4. You will be able to list the three parts of a course objective. performance
5. ___	X	5. You will be familiar with the benefits of a good course objective. "familiar" is not observable
6. ___	X	6. The student will acquire skills necessary to build residential staircases. describes class activities, not student outcomes

COURSE OBJECTIVES

ANSWER SHEET

7.	X	___	7. Given a catalog of automotive parts, you will be able to locate the parts' serial numbers and shipping weights. performance and conditions
8.	X	___	8. Given an IBM Selectric model 100, the student will be able to adjust the carriage return mechanism. performance and conditions
9.	X	___	9. You will cite three examples of the Third Law of Thermodynamics. performance
10.	X	___	10. You will list the six major accounting principles. performance
11.	X	___	11. Given a set of objectives, you will select which are performance based and which are not. performance and conditions
12.	___	X	12. The student will know how to read a set of blueprints. "know how to" is not observable

ANSWER SHEET

13. X ___ 13. Given a site map and building plans, the student will locate the building corner stakes within + 1".

performance, conditions, and criteria

14. X ___ 14. Identify at least 8 instructional methods.

performance

15. X ___ 15. List 5 skills of a good instructor.

performance

16. ___ X 16. The student will really appreciate the need for clear objectives.

"really appreciate" is not observable

17. ___ X 17. You will know the safety standards.

"know" is not observable

18. X ___ 18. You will be able to list 3 incorrect and 5 correct uses of an extension ladder.

performance

19. X ___ 19. Given three parts of a course objective, correctly prepare objectives for your syllabus.

performance and conditions

20. X ___ 20. Develop a syllabus.

performance

Course Objectives - Too Simplistic?

An oft cited argument in the college setting is that behavioral objectives are too restrictive. They work fine for acquiring simple skills in training but prove too narrow in scope for higher learning. Comprehension of general concepts and principles are often the broad objectives of a classroom.

For instance, "To understand the operations of a diesel engine" involves more than being able to define the parts of an engine or dissmantling and reassembling a Cummins 1507 diesel. It is impossible to list all activities that would demonstrate understanding. We are left with the task of determining a representative sample of behavior that will satisfy us that the learners do indeed "understand the diesel engine". When we test the learners, we don't ask for all terms to be defined, or all makes and models of diesel engines to be reassembled. We select a sample that, in our professional opinion, will indicate competency when correctly performed.

We do the same thing with course objectives. For complex objectives, state the general objective; then further define it with a list of sample activities that you have determined adequately represents the general objective. For instance:

Understand technical terms
1. Define terms in your own words
2. Distinguish between terms that are similar in meaning
3. Use each term in an original sentence.

Now we have an objective that covers the intended scope of instruction and is also measurable.

For a more complete discussion of general and specific objectives, see Stating Objectives for Classroom Instruction, Gronlund, Norman. 1978.

PERFORMANCE WORDS

for

COURSE OBJECTIVES

The following sample of verbs should help you to prepare course objectives. Use verbs that are clear and measurable. Avoid vague and ambiguous words that are open to different interpretations.

Add
Adjust
Align
Alter
Arrange
Assemble
Attach
Balance
Bend
Boil
Calculate
Calibrate
Call
Choose
Clean
Coil
Collect
Combine
Compare
Convert
Correct
Count
Defend
Demonstrate
Describe
Detect
Determine
Diagram
Disassemble
Discuss
Drill
Eliminate
Estimate
Fabricate
Feed
Fill
Find
Fit
Fix
Get
Give
Graph
Handle
Hem
Hide
Hit
Identify
Indicate
Insert
Install
Involve
Jack
Lengthen
Level
Limit
List
Locate
Loosen
Mark
Mask
Match
Measure
Name
Open
Operate
Order
Organize
Perform
Pick
Plant
Pour
Predict
Produce
Raise
Rebuild
Recite
Remove
Report
Replace
Revise
Select
Set
Shape
Simplify
Slide
Spread
Start
State
Switch
Take
Tally
Tell
Tie
Time
Throw
Trace
Turn
Weigh
Write

READABILITY

The syllabus is a written resource for students. To be helpful, students must be able to understand the syllabus. Obtuse, disjointed, or technical writing is difficult to understand.

To help insure that students will read and understand your syllabus:

* Use short, familiar words to make your meaning clear;

* Use short simple sentences to present your information in a straight forward manner;

* Define technical terms before using them. Do not assume your audience will understand the technical jargon.

Other ways to improve your writing clarity include:

Determine the reading level of your class and target your writing toward that level ;

Get feedback from other instructors and students. Have them read and critique your work;

Edit and proofread your writing.

How to write clearly

By Edward T. Thompson

Editor-in-Chief, Reader's Digest

In International Paper asked Edward T. Thompson to share some of what he has learned in nineteen years with Reader's Digest, a magazine famous for making complicated subjects understandable to millions of readers.

If you are afraid to write, don't be.

If you think you've got to string together big fancy words and high-flying phrases, forget it.

To write well, unless you aspire to be a professional poet or novelist, you only need to get your ideas across simply and clearly.

It's not easy. But it *is* easier than you might imagine.

There are only three basic requirements:

First, you must *want* to write clearly. And I believe you really do, if you've stayed this far with me.

Second, you must be willing to *work hard*. Thinking means work—and that's what it takes to do anything well.

Third, you must know and follow some *basic guidelines*.

If, while you're writing for clarity, some lovely, dramatic or inspired phrases or sentences come to you, fine. Put them in.

But then with cold, objective eyes and mind ask yourself: "Do they detract from clarity?" If they do, grit your teeth and cut the trills.

Follow some basic guidelines

I can't give you a complete list of "dos and don'ts" for every writing problem you'll ever face.

But I can give you some fundamental guidelines that cover the most common problems.

1. Outline what you want to say.

I know that sounds grade-schoolish. But you can't write clearly until, *before you start*, you know where you will stop.

Ironically, that's even a problem in writing an outline (i.e., knowing the ending before you begin).

So try this method:

- On 3"x 5" cards, write—one point to a card—all the points you need to make.
- Divide the cards into piles—one pile for each group of points *closely related* to each other. (If you were describing an automobile, you'd put all the points about mileage in one pile, all the points about safety in another, and so on.)
- Arrange your piles of points in a sequence. Which are most important and should be given first or saved for last? Which must you present before others in order to make the others understandable?
- Now, *within* each pile, do the same thing—arrange the *points* in logical, understandable order.

There you have your outline, needing only an introduction and conclusion.

This is a practical way to outline. It's also flexible. You can add, delete or change the location of points easily.

2. Start where your readers are.

How much do they know about the subject? Don't write to a level higher than your readers' knowledge of it.

CAUTION: Forget that old—and wrong—advice about writing to a 12-year-old mentality. That's insulting. But do remember that your prime purpose is to *explain* something, not prove that you're smarter than your readers.

3. Avoid jargon.

Don't use words, expressions, phrases known only to people with specific knowledge or interests.

Example: A scientist, using scientific jargon, wrote, "The biota exhibited a one hundred percent mortality response." He could have written: "All the fish died."

4. Use familiar combinations of words.

A speech writer for President Franklin D. Roosevelt wrote, "We are endeavoring to construct a more inclusive society." F.D.R. changed it to, "We're going to make a country in which no one is left out."

CAUTION: By familiar combinations of words, I do *not* mean incorrect grammar. *That* can be unclear. Example: John's father says he can't go out Friday. (Who can't go out? John or his father?)

5. Use "first-degree" words.

These words immediately bring an image to your mind. Other words must be "translated" through the first-degree word before you see

"Outline for clarity. Write your points on 3" x 5" cards—one point to a card. Then you can easily add to or change the order of points—even delete some."

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"Grit your teeth and cut the frills. That's one of the suggestions I offer here to help you write clearly. They cover the most common problems. And they're all easy to follow."

the image. Those are second/third-degree words.

First-degree words	Second third-degree words
face	visage, countenance
stay	abide, remain, reside
book	volume, tome, publication

First-degree words are usually the most precise words, too.

6. Stick to the point.

Your outline– which was more work in the beginning–now saves you work. Because now you can ask about any sentence you write: "Does it relate to a point in the outline? If it doesn't, should I add it to the outline? If not, I'm getting off the track." Then, full steam ahead–on the main line.

7. Be as brief as possible.

Whatever you write, shortening–*condensing*–almost always makes it tighter, straighter, easier to read and understand.

Condensing, as *Reader's Digest* does it, is in large part artistry. But it involves techniques that anyone can learn and use.

• *Present your points in logical ABC order:* Here again, your outline should save you work because, if you did it right, your points already stand in logical ABC order–A makes B understandable, B makes C understandable and so on. To write in a straight line is to say something clearly in the fewest possible words.

• *Don't waste words telling people what they already know:* Notice how we edited this: "Have you ever wondered how banks rate you as a credit risk? ~~You know, of course, that it's some combination of facts about your income, your job, and so on. But actually,~~ Many banks have a scoring system...."

• *Cut out excess evidence and unnecessary anecdotes:* Usually, one fact or example (at most, two) will support a point. More just belabor it. And while writing about something may remind you of a good story, ask yourself: "Does it *really help* to tell the story, or does it slow me down?"

(Many people think *Reader's Digest* articles are filled with anecdotes. Actually, we use them sparingly and usually for one of two reasons: either the subject is so dry it needs some "humanity" to give it life; or the subject is so hard to grasp, it needs anecdotes to help readers understand. If the subject is both lively and easy to grasp, we move right along.)

• *Look for the most common word wasters:* windy phrases.

Windy phrases	Cut to...
at the present time	now
in the event of	if
in the majority of instances	usually

• *Look for passive verbs you can make active:* Invariably, this produces a shorter sentence. "The cherry tree *was* chopped down by George Washington." (Passive verb and nine words.) "George Washington *chopped* down the cherry tree." (Active verb and seven words.)

• *Look for positive/negative sections from which you can cut the negative:* See how we did it here: "The answer ~~does not rest with carelessness or incompetence. It lies largely in~~ is having enough people to do the job."

• Finally, to write more clearly by saying it in fewer words: when you've finished, stop.

Writing clearly means avoiding jargon. Why didn't he just say: "All the fish died!"

Edward T. Thompson

Today, the printed word is more vital than ever. Now there is more need than ever for all of us to *read* better, *write* better, and *communicate* better.

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READABILITY

Is Your Message Getting Across

Below are some common sayings. Inattention to the guidelines for readability has produced unclear writing that hides the intended message. Does some of your writing leave your readers asking "What's she mean by this?"?

1. Scintillate, scintillate, asteroid minific.
2. Members of an avian species of identical plummage congregate.
3. Pulchritude possesses solely cutaneous profundity.
4. It is fruitless to become lacrymose over precipitately departed lecteal fluid.
5. Freedom from incrustations of grime is contiguous to rectitude.
6. It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
7. Where there are visible vapors having their prevalence in ignited carbonaceous materials, there is conflagration.
8. Neophyte's serendipity.
9. Exclusive dedication to necessitous chores without interludes of nedonistic diversion renders John a hebetudinous fellow.
10. Missles of ligneous or petrous consistency have the potential of fracturing my osseous structure, but appellations will eternally remain innocuous.
11. Elementary sartorial techniques initially applied preclude repetitive similar actions to square of three.
12. Disposition to inquiry deprived the feline of its vital state.
13. Upon the nonpresence of the domestic felis catus, the musculi proceed to engage in sportive capers.
14. A buffoon and his accumulation of legal tender are expeditiously disunited.
15. Exigency is the matriarch of ingenious contrivance.

The Syllabus - Physical Appearance

The syllabus, no matter how comprehensive and appropriate for the course, will be of no use to your students if it isn't read. A neat, organized syllabus increases the likelihood of student use.

Five basic points in developing a visually appealing syllabus are:

1) Place the material in some logical order;

2) Use captions or headlines. Students want quick access to needed information without reading the entire piece;

3) Type or print clearly. Be sure copies are legible. Use large enough type. Use both upper and lower case lettering for variety.

4) Use blank space effectively, to separate topic areas. Avoid crowding materials to save paper.

5) Proofread your final product for errors. The syllabus is a reference tool for students. The easier it is to read and access information quickly, the more it will be used.

Bibliography

Preparing Instructional Objectives. Robert Mager, 1984. Pittman Learning Inc., Belmont, Ca.

Excellent, concise, easy to read programmed text on the why's and how's of writing objectives by a noted expert. One of the essential basics for your training and development library.

Stating Objectives for Classroom Instruction. Norman Gronlund, 1978. Macmillan Pub. Co., New York.

Practical guide for the development of instructional objectives. Differentiates between objectives for simple skills and those for higher levels of learning. More complex and erudite than Mager.

Teaching Tips for Part-Time Teachers. Vernon Taylor, 1980. Key Productions, Middletown, Illinois.

Teaching Tips: A Guidebook for the Beginning College Teacher. 7th Edition. 1978. Wilbert J. McKeachie. D.C. Hath & Co., Lexington, Mass.

Handbook for Teachers of Adult Occupational Education. 1978. University of the State of New York. State Education Dept., Albany, N.Y.

These three guides answer application questions posed by new teachers. Good resource texts for experienced instructors. Syllabus development, testing techniques, and course planning are but a few of the many topics covered in these helpful reference sources.

VOCATIONAL INSTRUCTOR TEACHING SKILLS PROJECT

VIDEOTAPE EVALUATION

1. TAPE TOPIC_____.

2. Did you experience any technical difficulties with the tape? Yes___ No__
   If yes, please elaborate_____
   _____.

3. Was the videotape content helpful? Yes___ No___
   _____
   _____.

4. Do you have any suggestions for improving the presentation? _____
   _____
   _____.

5. Do you work with non-traditional role students (males in traditional female occupational areas or females in traditional male occupational areas)?
   Yes ___ No___
   If yes, will the videotape materials help you in meeting this group's needs?
   Yes___ No__ _____
   _____.

6. Do you work with handicapped and disadvantaged students? Yes___ No__
   If yes, will the videotape materials help you in meeting this group's needs?
   Yes__ No _____
   _____.

7. Comments:_____
   _____
   _____.

VOCATIONAL INSTRUCTOR TEACHING SKILLS PROJECT

RESOURCE MATERIALS EVALUATION

1. CONTENT TOPIC_____.

2. Did you find the resource materials helpful? Yes__ No__
_____
_____.

3. What material was most helpful? _____.

4. What material was least helpful? _____.

5. Do you know of any materials you believe we should add to the packet?___
_____.

6. Do you work with non-traditional role students (males in traditional femal occupational roles or females in traditional male occupational roles)?
Yes__ No__
If yes, will these materials help you in meeting this group's needs?
Yes___ No__ _____
_____.

7. Do you work with the handicapped and disadvantaged? Yes___ No__
If yes, will these materials help you in meeting this group's needs?
Yes___ No__ _____
_____

8. Comments:_____
_____
_____.